SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Field Project in Human Service
COURSE NUMBER: SOSC0216
CREDIT HOURS: 3
INSTRUCTOR: Department Syllabus
OFFICE LOCATION: Department Syllabus
OFFICE HOURS: Department Syllabus
TELEPHONE: Department Syllabus
EMAIL: KCKCC - “issued email accounts are the official means for electronically communicating with our students.”

PREREQUISITE: (SOSC0210) Introduction to Social Work or (SOSC0212) Introduction to Social Welfare may be taken concurrently. The student should have a basic knowledge of American Psychological Association (APA) writing format. A reference is http://owl.english.purdue.edu/owl/resource/560/01.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
A continuation of Introduction to Social Work, SOSC0210 and Introduction to Social Welfare, SOSC0212. This course is available in 1, 2, or 3 credit hour versions. Each course credit hour requires 45 contact hours in the field. This course provides 45 to 135 hours of actual contact with the profession of Social Work through projects with agencies in the community and provides opportunities for students to observe Social Workers and Social Work Agencies in the field setting. This course is an exposure course. Some Colleges and Universities do accept this course as a practicum. Generally the minimum required transfer credit hours for this course are two. The course may be taken for up to three credit hours in various combinations of 1, 2 or 3 credit hours. The course may not be taken for more than 3 credit hours total. Students are urged to check with their prospective college or university for exact transfer requirements.
METHOD OF INSTRUCTION:
A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conference attendance, conferencing, performances, and learning experiences outside the classroom such as multi-media. But primarily consists of pairing a student with a field supervisor to observe. The majority of competencies will come through experience contact at the practicum site with the field placement supervisor. On sight meetings will occur with the campus course instructor at least weekly. Methodology will be selected to best meet student’s needs.

COURSE OUTLINE:
I. An orientation session with the agency of choice where specific goals will be determined and criteria for attaining those goals defined.
II. A minimum of one-half hour of face to face contact between the Field Project Coordinator / Supervisor (FPC/S) and the student.
III. A minimum of one-half hour per week of face to face contact between the Social Work Program Coordinator at the College and the student.
IV. In addition the student will complete the following assignments:
   A. Prepare of resume with letter of introduction requesting a field placement at the agency of choice.
   B. Interview with the agency of choice to arrive at mutual goals for the placement.
   C. Submit a signed contract to the PC at the college for approval by the PC and the Dean of the division.
   D. Maintain a time sheet to substantiate the requisite time in placement.
   E. Maintain a reflective journal with a minimum entry of one page per contact day.
   F. Develop an agency profile which will include but is not limited to:
      1. Client profiles
      2. Funding sources
      3. Catchment area
      4. Employee profiles
      5. Organizational chart
      6. Opinion / Conclusion page
V. The agency profile will be submitted in typewritten form, APA style to the PC at the college.

EXPECTED LEARNER OUTCOMES:
A. The student will be able to discuss the difference between social policy, social program, service delivery, and agency mission.
B. The student will be able to define the agency and the role of the social worker within the context of the agency.
C. The student will be able to discuss the agency in terms of the historical events that
gave rise to the social problem the agency was designed to ameliorate with
specificity on:
   1. Client profiles
   2. Funding sources
   3. Catchment area
   4. Employee profiles
   5. Organizational chart

D. The student will be able to explain the funding system for an agency.

E. The student will be able to develop a conclusion or opinion that reflects their field
experience and document same.

COURSE COMPETENCIES:

The student will be able to discuss the difference between social policy, social program,
service delivery, and agency mission.

1. The student will be able to describe the social problem that gave rise to the
development of the agency.
2. The student will be able to describe the social policy that was developed to remediate
the social problem which then gave rise to the agency.
3. The student will be able to explain how the agency delivers services.
4. The student will be able to match the mission statement’s goals to actual agency
performance.
5. The student will be able to describe various areas of practice and make decisions
about which areas are of career interest to the student.

The student will be able to define the agency and the role of the social worker within the
context of the agency.

6. The student will be able to summarize their participation (under appropriate
supervision) in the practice of Social Work at a level compatible with the students’
education, maturity, and emotional level.
7. The student will be able to journal with specific insight into one’s self with a focus to
becoming objective and non-judgmental.
8. The student will be able to identify issues that impact culture and relate them to the
agency.
9. The student will be able to identify issues that impact gender and relate them to the
agency.
10. The student will be able to identify issues that impact age and relate them to the
agency.
11. The student will be able to identify issues that impact socioeconomic status and relate
them to the agency.

The student will be able to discuss the agency in terms of the historical events that gave rise to
the need that the agency was designed to ameliorate with specificity on:

12. The student will be able to define and explain the difference between the mission, the
goals, the objectives, and the outcome measures of an agency.
13. The student will be able to compare mission to goal, goal to objective, and mission to outcome.

The student will be able to explain the funding system for an agency.

14. The student will be able to track the funding stream for the agency and differentiate: Grant based, Federal / State / County /City match / Fee for service / Sliding scale / Dedicated tax
   a. Property
   b. Sales
   c. Special use

15. The student will be able to describe the clients or consumers that make use of the agencies’ services.

16. The student will demonstrate an understanding of the catchment area served by the agency.

17. The student will recognize the levels of employment and the degrees, certificates, or licensure levels for each.

18. The student will be able to describe in detail the organization and the roles of each employment category.

The student will be able to develop a conclusion or opinion that reflects their field experience and document same.

19. The student will be able to understand the personnel evaluation process.

20. The student will be able to summarize the role of the Social Worker by job description and observation.

21. The student will be able to summarize the function of the agency by comparing mission statement with observation.

Additional competencies will be listed as the practice site is determined. The student will sign off on a plan of proposed accomplishments prior to the actual implementation of the practicum.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means that include, but not limited to, exams, written assignments, performance tests, and class participation.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time. Online courses require adequate equipment and adequate student skills.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding. This classroom is your workplace. Treat your fellow
students with the respect you wish to receive for yourself. Any discourteous behavior is subject to student dismissal from the class.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

*Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact Director of Academic Resource Center, in Room 3354 or call (913) 288-7670.*
Kansas City Kansas Community College

21st Century General Education Learning Outcomes

Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes

The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes

The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes

The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes

The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes

The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

Personal and interpersonal Skills Learning Outcomes

The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.